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ABSTRACT

This practicum report describes the development and implementation of a comprehensive pilot middle school guidance program. Staff members reviewed the literature on middle schools in general and guidance programs in specific, explored programs in operation throughout the state of California, and consulted with members from the State Department of Education. Program development included the development of an integrated Core curriculum in language arts and social studies, development of the guidance curricular components to be included with the Core program, inservice planning and training for staff members, development of a Guidance Center, and planning for the development of a Career Center. The Core/guidance components addressed many areas within the vast scope of guidance, but specifically the development of self concept, decision-making skills, study skills, growth and development, career awareness, and leadership potential. The major deterrent to implementation is district programming and staffing limitations resulting from severely reduced state funds due to a new tax limitation law. (Author)

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DEVELOPMENT AND IMPLEMENTATION OF A PILOT MIDDLE SCHOOL GUIDANCE PROGRAM

by

Charles A. Jones

1979

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DEVELOPMENT AND IMPLEMENTATION OF A PILOT MIDDLE SCHOOL GUIDANCE PROGRAM

by Charles A. Jones

Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University

Two Year Individual Practicum
Sacramento Cluster II
Submitted: July, 1979

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CHAPTER I

INTRODUCTION

Purpose of the Practicum

The purpose of this practicum, which began in the spring of 1977 and continued through April of 1979, was to develop and implement a pilot middle school guidance program. It was intended that this pilot would serve as a model for a district guidance program for all middle schools in the Sacramento City Unified School District.

Statement of the Problem

When forced to comply with the new state building standards related to safety during earthquakes, the Sacramento City Unified school district committed itself to building and developing middle schools in place of the traditional junior high school whenever feasible. The district's philosophy for the new middle school concept was developed through questionnaire results from community members, parents, and students; an appraisal of the nature of the student population to be served; and the more recent innovations in education. One of the major aspects of the resulting middle school philosophy was to require special emphasis on the guidance process, and to allow exploratory experiences directed at increasing attention to individual

differences. With the new direction in middle school philosophy and goals, however, there was no congruent guidance program developed for their implementation.

Background Information

Commencing in September of 1967 the district initiated efforts to develop a long range site and facilities plan to insure the housing of students in buildings not meeting earthquake resistant standards of the Field Act as identified by the legislature of the State of California; the deadline for complying with the Field Act was 1975.

In August of 1971 the district's board of education directed a study of the 5-3-4 grade organization as it related to the building needs of the district. In November of 1971 a conceptual plan for K-5 elementary, 6-8 middle, and 9-12 high school was presented to the board and adopted. The board then directed the district staff to provide by August of 1972 the following: (1) educational specifications for the new middle schools; (2) the curricular components attached thereto; (3) staffing patterns and scheduling arrangements; and (4) the development of concepts which would make a significant difference in the educational lives of the students whom the district sought to serve.

In February and March of 1972 a questionnaire was formulated and administered to community groups representing business, labor, minorities, parents, educators, and stu-

dents.[1] Results reflecting community educational concerns and priorities as were reported to the board gave direction to subsequent planning.

The first phase of the planning process included an examination of (1) the questionnaire results as one insight into the general educational concerns of the community; (2) the nature of the student population to be served; and (3) the more recent innovations in education. Later planning phases included field trips to newly planned or constructed schools using innovative curricular approaches and building designs; consultations with the State Division of Secondary Education and Schoolhouse Planning; and use of out-of-district consultants. At the end of the planning phase, the board of education adopted a philosophy and educational specifications for its proposed middle schools.

During the past three years the district has opened four middle schools that were to espouse the middle school educational specifications and philosophy adopted by the board. Three of the schools were converted from junior high schools to middle schools in their existing buildings. California Middle School was the only one built new and opened as a "pure" middle school. In the other three schools there was a problem of converting from the dictates of the

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[1]A copy of this questionnaire and summary of results are found on pages 58-81 fo the Appendix.

junior high school program and philosophy to the middle school philosophy because of existing staff orientation and tradition. California Middle School had the advantage of opening with a newly selected staff that agreed with the adopted middle school philosophy.

California Middle School

California Middle School is located in Sacramento, California, and is a part of the Sacramento City Unified School District. The new school opened its doors for the first time in September of 1977.

The school has a student population of nearly six-hundred, and a certificated staff of twenty-seven. The student body is ethnically balanced with 8% American Indian, 14% Asian, 22.5% Black, 22.3% Spanish surname, 40% white, and .6% Philippine Islanders. The socio-economic range of students attending the school is the widest in the district.

CHAPTER II

IDENTIFICATION OF THE NEED

The Sacramento City Unified School District established middle schools as a new approach to providing a set of experiences designed around the needs of early adolescent pupils. The middle school was to be a place where everything was developed around the child because the needs are so special at this age. The philosophical aim was for the development of a child-centered rather than a subject-centered curriculum, and a comprehensive guidance program to meet the pupils' unique social, physical, and emotional needs.

Educational input was sought, received, and digested by the board of education, and a district philosophy about middle schools was developed as a result. The board identified guidance as the most important component of the new middle school concept, and the district administration made it clear that the integrity of the institution would be measured by the success or failure of any school's guidance program.

At the commencement of this practicum in the spring of 1977 there was no established guidance program for middle schools in the district, and one had to be developed

which was consistent with the newly established philosophy and specifications adopted by the board of education. Since California Middle School was opening as a new school the following September, the need for its guidance program was the same as the district's; and the proposed guidance program as established in this practicum was a pilot program to be considered for possible district implementation.

The areas under the vast guidance umbrella addressed by this practicum were those aspects deemed most important by the board of education, community members, students, and educators. The needs as identified by various groups, including the district's Parent Teacher Association, indicated that the following goals be addressed in a district middle school guidance program:

1. The student's development of his/her self concept in general.
2. The student's development of his/her self concept in the peer dimension.
3. The student's understanding of the decision-making process and related responsibilities.
4. The student's awareness and development of good study skills.
5. The student's understanding of his/her own age group's growth and development processes.
6. The student's awareness of career possibilities and opportunities.

7. The student's awareness of his/her leadership potentials.
8. The poorly behaved student's development of better self esteem and self control.

Pre and posttests were used in three of the practicum's objectives to measure the amount of student growth and understanding as a result of the pilot program. Analysis of the data from the three pretests indicates that there was a need to address the identified areas.

The first objective of the practicum dealt with the student's identification of a positive self concept about self in general. The results of the pretests showed that this was an area that did need addressing, as seventy-three percent of the 109 students scored below the fiftieth percentile. The staff considered a score above the eighty-fourth percentile as indicative of a student's having a positive self concept in general.

The second objective of the practicum dealt with the student's identification of a positive self concept in the peer dimension. And again, the results of the pretests showed that this area needed to be addressed. Seventy-six percent of the 109 students scored below the fiftieth percentile; the staff considered a score above the eighty-fourth percentile as indicative of a student's having a positive self concept in the peer dimension.

The third objective dealt with the issue of students

understanding the decision-making process and its related responsibilities. The pretest scores again indicated that the need existed to address this issue. Of the ninety students taking the pretest, forty-eight percent scored below the fiftieth percentile. The staff again considered a score above the eighty-fourth percentile indicative of a student's understanding the decision-making process and its related responsibilities.

CHAPTER III

THE OBJECTIVES

Once the problem was identified and the purpose of the practicum was determined, the goals and objectives were stated in student behavioral terms to provide specificity. The behavioral objectives were as follows:

1. Given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, will show a seventy percent growth in positive self concepts about self in general, measured by a Self Appraisal Inventory posttest, as compared to the pretest results on the same instrument administered at the beginning of the school year.
2. Given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, will show a seventy percent growth in positive self concepts in the peer dimension, measured by a Self Appraisal Inventory posttest, as compared to the pretest results on the same instrument administered at the beginning of the school year.
3. Given seven months participation in the CORE

program, seventy percent of the students in the pilot guidance program, in March of 1979, will show a seventy percent increase in understanding the decision-making process and its related responsibilities, measured by a staff developed instrument posttest, as compared to the pretest results on the same instrument administered at the beginning of the school year.

4. Given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, will be knowledgeable about and exhibit better study skills than they possesed in September of 1978, as measured by questionnaire responses from students, their parents, and teachers.
5. Given seven months participation in the CORE program, part of which will be taught by guidance personnel, seventy percent of the students in the pilot guidance program, in March of 1979, will indicate an increase in the understanding of their age group's growth and development processes as measured by questionnaire responses from the students and their parents.
6. Given use of a Career Center, seventy percent of the students in the pilot guidance program will have increased their awareness of career possibilities by March of 1979, measured by the satisfactory

completion of two Career Center assignments as judged by either the teacher or the Career Center specialist.

7. By assuming three different responsible and productive leadership roles in the school and the community, seventy percent of the students in the pilot guidance program will have gained an increased awareness of their leadership potentials by March 1979, measured by the satisfactory completion of these roles as judged by the supervising adults, one of whom must not be school related.
8. Given counseling from Guidance Center personnel, fifty percent of all students referred to the center during the implementing spring semester of 1978 will show better self esteem and self control, measured by a fifty percent decrease in the number of behavioral notices they received from staff members during the fall semester of 1977; there will be a comparative accounting of such referrals for both semesters.

When developing the objectives, the seventy percent figures used in objectives one through seven were selected because the writer and the planning team felt they were attainable percentages, and that if attained, they would represent or demonstrate successful completion of each objective.

The fifty percent figures used in objective eight were

selected with the same rationale. However, it was determined that if half of the students referred to the Guidance Center decreased their behavior referrals by fifty percent, this would be a tremendous success. It was felt that anything above fifty percent would be unrealistic because of the kinds of students involved.

CHAPTER IV

REVIEW OF THE LITERATURE

In the spring of 1977 the planning team began reviewing and collecting middle school literature. The collected information revealed that there was commonaltiy about who the middle school age child was, and what generally was needed in a school's program to help the child. The results of the literature review gave rise to some of the strategy of this practicum.

As a point of departure, the team adopted Samuel Popper's defining statement of the American middle school's paramount goal in the modern era:

> The differentiated function-hence, the paramount goal-of the American middle school is to intervene protectively in the process of education which was begun in the elementary school, mediate between the human condition at the onset of adolescence and the pressures of culture, and continue the general education of early adolescents with a curriculum applied in a psychosocial environment which is functional for learning at this stage of socialization.[2]

The student population of the middle grades is characterized in the literature by great variability, and because

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[2]Samuel H. Popper, The American Middle School (Waltham, Massachusetts: Blaidsell Publishing Company, 1967), p.48.

of this, the literature identifies common factors that must be taken into account when planning program at this age level. These factors include the characteristics of the group as a whole, the individuals within the group, and the need for a climate of openness in order to nurture the growth of the individual who is undergoing extreme change in his feelings about self, about adults, and about learning. These factors all point to a program where the psychological motivation of the learner is of primary concern, and the subject content is not more important than the psychological, emotional, and social dimensions. These factors also suggest that the curriculum and the guidance components of the school should be closely related---or even interrelated as expressed by Donald H. Eichhorn:

> The guidance function is most logically considered an integral part of the total educational program of the middle school. By creating an environment, a curriculum, and grouping procedures commensurate with the characteristics and needs of transescence, an educator is in reality creating a school which is based on using guidance. It seems reasonable to make the statement that a school which programs in such a way as to reduce emotional stress aids in reducing the number of student adjustment problems.[3]

The planning team, after reviewing the literature, leaned heavily toward the development of a CORE curriculum where the guidance components could be integrated. However, the team was interested in observing the guidance components

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[3]Donald H. Eichhorn, The Middle School (New York: The Center of Applied Research in Education, Inc., 1966), p. 86.

of other middle schools before finalizing its decision.

Visitations to other schools, while of interest, created anxiety for the planning team. The CORE curriculum with integrated guidance components was not a program commonly seen. The majority of schools that were visited had guidance programs implemented in other ways, and the absence of the CORE approach was obvious. However, a visitation to Wilbur Middle School in Palo Alto, California, gave a renewed spirit to the planning team. At this school the team observed CORE classes where the classroom teacher was involved in a successful advisory program. In fact, the entire staff was involved in the student/counseling process, but there was a special well developed advisory program coordinated through the CORE classes at this school. The team liked this philosophy and approach, and eventually decided to use this as a point of reference in finalizing California Middle School's program.

The literature contains extensive material on guidance components, but there is tremendous difference in what constitutes a comprehensive guidance program. Tom Bohlinger indicates that while the components can be found, a comprehensive guidance model for use in the middle school has not yet been assembled in the literature.[4] However, the

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[4]Tom Bohlinger, "Implementing a Comprehensive Guidance Program in the Middle School," NASSP Bulletin 75 (September 1977): 66.

planning team decided that California Middle School's guidance program would be comprehensive if it addressed the various needs of the middle school age child as identified by the board of education. And it further decided that the literature supported its feelings that many of the identified needs could be addressed in a CORE program. Theodore C. Moss best describes the position finally arrived at by the planning team regarding the CORE curriculum as a part of its guidance program:

> Such a curriculum emphasizing problems rather than content, built-in procedures for child-planning rather than just teacher planning, flexibility and freedom rather than rigidity and pressure, is ideally suited to middle school pupils. Here, too, provisions are made for building guidance into the curriculum and for the furtherance of group cooperation.[5]

Leslie Kindred further supported the team's curricular approach to a guidance program when she describes what a middle school should do to help its students work toward the goal of self-actualization:

> Our society now calls for each person to achieve a kind of maturity and depth of understanding that is not commonly achieved---self-actualization. Facilitating self-actualization in pupils is a task of the schools through curriculum content and teacher-pupil relations. In order to accomplish this, creative planning for educational reconstruction is imperative.
>
> We can make possible "fulfillment" education for all pupils. While curriculum revolution may be

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[5]Theodore C. Moss, Middle School, (Boston: Houghton Mifflin Company, 1969), p. 71.

> underway in mathematics and science, one of the most significant human needs has been neglected or overlooked. This need is related to self and the human condition. Only when this need occupies a central position in the curriculum will fulfillment education become a reality.[6]

The value of a literary research as done by the California Middle School staff planning team can not be measured in reams of paper. The intrinsic value of the gathered information during staff discussions was invaluable, and it created an impetus for the entire staff. In conclusion, an outstanding article my Martin Stamm and Blossom Nissman describes the middle school child and the services necessary by the school personnel to cope with the student. The team feels that this article capsulizes the essence of the middle school literature on guidance thusly:

> The success of the middle school program largely is in the hands of the guidance team within the school. Teachers, counselors, and administrators working as partners help every child become all he is capable of becoming. The guidance services of the middle school support the concept of the total development of the child through a "human development compound" (Stamm & Nissman in press) that provides counseling, consultation, community contact, assessment, professional growth, career resources, and crisis clusters. This human connection to the academic program gives depth to the middle school.
>
> Yes, there is something special about the middle school student, for like a trip through a carnival the middle school years are times of excitment, conflict, decision, and distortion of images. This sensitive and vulnerable

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[6]Leslie Kindred, The Middle School Curriculum: A Practitioner's Handbook, Boston: (Allyn and Bacon, Inc., 1976), p.14.

individual seeks help as he searches for himself and the direction in which he wishes to travel.[7]

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[7]Martin L. Stamm and Blossom S. Nissman, "The Counselor's View of the Middle School Student," The School Counselor 37 (September 1973):38.

CHAPTER V

STRATEGY

Since the identified needs of a district guidance program for middle schools were already established, the task became one of deciding how to develop such a program. It was clear that no program could evolve which would fall under the supervision of just one staff member such as a counselor, but that the program had to include the support of the entire staff if the various goals were to be addressed purposefully.

It was also clear that no comprehensive program could be successfully implemented without an extensive planning period. Therefore, with California Middle School opening its doors for the first time in September of 1977, and with the realization that there would be many tangential issues throughout the year associated with any newly opened school, it was decided that the first year of the practicum would be devoted to planning. There were curricular, budgetary, logistical, and personnel matters which had to be considered carefully before program implementation could occur. There was also valuable information to be learned about middle schools, not only from textbooks and other publications, but from personnel at the numerous middle schools throughout

the state of California. Therefore, an extensive literary research and school visitation program became one of the most important aspects of the planning year agenda.

Other components of the strategy included plans to:

1. Develop a two hour CORE curriculum which would contain language arts, social studies, and guidance components---all components to be integrated as much as possible, rather than to be addressed as individual subject areas.
2. Develop and provide inservice workshops to help teachers construct imaginative ways to address the guidance components.
3. Integrate a district mandated seventh grade health course as part of the school's guidance program by using pupil personnel specialists to teach about the middle school age child's growth and development.
4. Establish a Guidance Center with pupil personnel specialists apart from the counseling offices. Develop the necessary rationale to request special district funding.
5. Establish a Career Center in the media center. Develop the necessary rationale to request special district funding.
6. Establish formative evaluation time-lines.

The original intent of the practicum was to direct the objectives at all of the seventh grade students. After

several strategy meetings, however, the staff decided that it would be better to establish a pilot group for the proposed program since no other school in the district was developing a comprehensive guidance program. It was rationalized that this would be the best way to gather pertinent information since there was really nothing to measure the program's effectiveness against except the school's own students. Therefore, four CORE classes taught by two teachers were selected as the pilot group for the guidance program, and no other CORE classes were to be involved. However, for the staff's and the district's information, it was decided that the same evaluation methods for objectives one through five would be applied to students of the other CORE classes. It was hoped that this procedure would ultimately give comparitive data about the program's effectiveness.

CHAPTER VI

IMPLEMENTATION

Curriculum and guidance meetings occurred throughout the summer of 1977 in preparation for the opening of school. The CORE teachers met to begin the development of an integrated curriculum of language arts and social studies, and the teachers involved in the pilot guidance program also began to consider curriculum and appropriate strategies to address the stated guidance objectives. Staff inservice meetings were planned and implemented immediately prior to the opening of school to make all new staff members aware of the goals of the new school. Department meetings were established so teachers could discuss teaching strategies and share instructional materials.

In the ensuing months while the CORE teachers worked with their curriculum, the counseling staff made visitations to other schools. Information was gathered regarding the establishment of a Guidance Center which was scheduled to be operative by the following spring semester. The most common approach to a "Guidance Center" by other schools was found to be one which emphasized the setting aside of a classroom to which discipline problems could be sent during the regular school day. This program was primarily for those students

who were disruptive or had been suspended from a class. The classroom was supervised by a credentialed teacher who oversaw the students who were sent with written assignments from the classes they were missing. Counseling or guidance in this setting was minimal at most.

The most comprehensive program the counselors observed was one developed by Yerba Buena High School in San Jose, California. In response to what the school felt was an increasing isolation of students from the school, the faculty devised the "school based interagency team approach". In essence, a head counselor was appointed to supervise and coordinate the referrals of students to that person or community agency which could best help. Hence, various public agencies had to become involved with personnel from several of these concerns housed on the campus during the school day. These agencies included, among others, the Departments of Social Services, Juvenile Probation, Family Services, Human Resources Development, and the Neighborhood Youth Corp. The school's counselors, teachers, and psychologist worked directly with these public services in an attempt to meet the immediate needs of the students. The success of this was evident in the reduction of vandalism, decreased truancy, lack of suspensions, and improved academic achievement of the school.

To be successful, the counseling staff determined that California Middle School's Guidance Center component of the total guidance program must not be merely an adjunct to the

regular counseling and teaching program. They determined that it must be, instead, an integral part of the total educational program developed for the school since the ultimate goal or mission of the school was educating all of the students. It became very important to establish a Guidance Center that would be viewed as a way by which students who were showing signs of maladjustment could be put back "on the track" within the regular school setting to thus acquire the skills necessary to survive and become productive citizens. The counseling staff resolved that anything short of this goal would make the Guidance Center something less than a full partner in the educational process of the school, and, therefore decided, as a part of California's program, to modify the methods used at Yerba Buena High School to assure as much help as possible for the students needing it. Instead of using the community agencies as done at Yerba Buena, however, the counseling staff developed laisons with district offices such as the human relations and conflict management offices, and also established laisons with neighborhood ethnic organizations. People from these offices would be available at the Guidance Clinic on an "on-call" basis as one part of the program.

Formative evaluation procedures on the guidance components with the CORE and health curriculums were carried out at mid year, 1977-78. At the same time, planning meetings were being held with the CORE staff, guidance personnel, and the media specialist regarding the establishment of

a Career Center; visitations to other schools were made to observe career programs in operation. Many variations of a career education program were observed, but the model most closely followed by the California team was one developed at one of Sacramento's schools, Sutter Middle School. It was decided to establish a four week minicourse on career education like Sutter's program, but that it would be run through the CORE classes rather than homeroom classes as done at Sutter. It was also decided that the program would be held in the multimedia center. Materials to be used would include filmstrips, slides, cassettes, filmstrip/cassette combinations, 16mm movies, microfische, and printed materials for reading. In addition, students would obtain career information by interviewing employees who worked in fields in which the students were interested.

A rationale and proposed budget to open a Career Center was submitted to the deputy superintendent in April of 1978, and a tentative approval was granted pending the decision of the California voters on a tax limitation proposal on the June ballot.

The Guidance Center was finally established during the second semester of the 1977-78 school year, and it was done using only the personnel available within the district allocated counseling staff. The goals of the center were defined, but the logistics to implement the goals were extremely difficult because there was no extra staff allocated with which to work. Therefore, regular counselors split their roles between

their normal duties and those goals and functions of the Guidance Center.

In the end, it was possible to compare and determine that behavior problems of students referred to the center did, in fact, decrease. The extra time spent with poorly behaved students, the uninterrupted one-to-one relationship between such students and the guidance personnel, and the help received from the other district and community offices, did pay positive dividends. At the end of the 1978 spring semester the staff did a summative evaluation of the Guidance Center, and the results were sent to the district office along with a request for a full time counselor and an aide to continue the center the following school year.

The evaluation showed that the staff was very supportive of the Guidance Center, with 100 percent of the teachers indicating that its existance had given them assistance in handling classroom behavior problems. Eighty percent of the teachers also indicated that they were personally aware of students who made positive changes in their behavior as a result of the Guidance Center. Ninety-six percent of the teachers said they believed the Guidance Center was able to provide specialized help to students that could not be provided in the regular classroom. However, the same evaluation indicated that eighty-five percent of the staff thought the Guidance Center was understaffed and, therefore, the workload for the counselor was too great.

As in the case of the proposal on the Career Center,

tentative approval for a continued Guidance Center with additional personnel was granted by the deputy superintendent pending the decision of the voters of California on a tax limitation proposal on the June ballot. Unfortunately, in June of 1978 the voters of California turned out in large numbers to approve the tax limitation proposal known as Proposition 13. Within one week of the election the deputy superintendent sent word that the school's funding proposals for both the Career Center and the Guidance Center were denied because of pressing fiscal restraints imposed upon the district as a result of the vote.

The news about no funding proved to be severe in the case of the Career Center because district funds were absolutely necessary in order to organize a career program with the many materials that would be needed. The fact that the school was new proved to be detrimental as there were no materials from previous years from which to draw or refer; and there were no extra monies within an already minimal school budget to purchase "luxurious" career materials. Therefore, the Career Center was a dead issue because of fiscal reasons.

Relatedly, even though objective eight of the practicum was met within the time-line identified, the staff's plan with regard to the total guidance program was to expand the Guidance Center during the 1978-79 school year. However, the financial support requested from the district office did not materialize for the reason mentioned above.

The staff, feeling very committed to a strong and comprehensive guidance program after preparing for a year, decided to continue the Guidance Clinic as originally conceived through a juggling of teacher hours and student-teacher class size; this juggling released a staff member on a part time basis to operate the center. Obviously, the staff commitment to a comprehensive guidance program was very strong.

However, the effects of the Proposition 13 vote on school districts were just in the embryo stage. Everything began to be affected---program, personnel, and services. The new school year, the implementation year of the school's newly manicured guidance program, began with all kinds of uncertainties and anxieties. It seemed nothing was safe from the blue budget pencil, and confusion and apprehension were living emotions within the staff members. What began a year before to be the embarkment of an exciting educational adventure was displaced with individual and collective thoughts of mere survival. With the fiscal chaos of California school financing came the deterioration of teacher moral and sense of purpose. Teachers felt that they had become society's scapegoats, and they were reeling in anger and frustration.

In an early 1978-79 school year meeting, the writer met with California Middle School's staff and openly discussed the implications of possible budget cuts that were being considered by district officials. The feeling of frustration

at that meeting was overwhelming, but the feelings about the continuance of the planned guidance program were also very strong. The staff decided to continue with the plans related to the guidance program, and to make adjustments or a decision on discontinuance only when the budget restraints actually forced the issue. The only deviation from the original staff plan was a decision of the CORE teachers not to give the pre and post guidance evaluation instruments to the non-pilot CORE classes. It was reasoned that with the fiscal uncertainties, and with a newly board adopted testing program in the language arts, and with the numerous student transfers because of the change in schedule, it was simply not realistic to impose any more frustration.

In September of 1978, the writer asked for permission to change a portion of the practicum's fifth objective because of budget considerations. Under past district policy, a secondary school had to be over or under enrolled by two full teaching positions before the district would make a staffing adjustment. This year, however, with the total district staffing calculated with such austerity, staffing adjustments were made throughout the district within the first four weeks of the new semester.

Because of its over enrollment, California Middle School was allocated extra teaching hours in the area of CORE. However, to introduce the new hours into the existing schedule necessitated a complete revamping of the master teaching and student programs; the final effect was to shift

many of the one semester classes such as health into being taught only during the second semester. Beyond that, the numerous teacher and student changes necessary to make the new program work completely dissolved the scheduling continuity that had been established between the CORE and health classes of the students in the pilot guidance program.

Therefore, in order to maintain the fifth objective of the practicum in the pilot guidance program, it was necessary to request that the objective be addressed and evaluated in the pilot CORE classes. With approval, the curricular components dealing with the middle school age child's growth and development processes were integrated into the CORE curriculum.

In September of 1978, letters were sent out to the parents of the students in the pilot program.[8] The letter identified the district's educational specifications for a middle school, identified the goals of the pilot program, and informed the parents that they would be asked to participate in the program's evaluation later in the school year. Concurrently, the preevaluation instruments for objectives one, two, and three were administered to the students.

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[8]A copy of this letter is found on page 82 of the Appendix.

For the next six months, students in the pilot program acquired knowledge about the guidance components that had been developed by their teachers the previous year: self concept in general; self concept in the peer dimension; the decision-making process and related responsibilities; study skills; growth and development; and leadership potentials. There was a constant monitoring process by the pilot teachers, and a periodical monitoring and reviewing process was conducted by the writer. Evaluation meetings between the aforementioned persons and the counseling staff were held every three weeks, and discussions centered on the strengths and weaknesses of the curricular material and/or implementation methods and procedures.

The teachers implemented the curricula with the materials that were identified by them early in the development of the program. However, as the various materials were used, the teachers evaluated their effectiveness and made notations about their use or disuse for future lessons. The teachers used student input as their main source of evaluating curricular material, but also used the results of student evaluation instruments.

One of the strengths of the program from the very beginning was the fact that both of the teachers were former elementary teachers who were not subject oriented; and another strength was that one of the teachers was also a former resource specialist for the district's mentally gifted

minors program. She not only had a good knowledge of available teaching materials, but also had contact with many community people who were willing to act as guest speakers and resource persons. On numerous occasions while the writer was monitoring in the classroom, students indicated that the guest speakers were an outstanding part of the program; the students said they liked being exposed to a variety of perspectives and experiences.

In the evaluation meetings that were held regularly between the teachers and the counselors, a concern was identified early in the program by all of them. They all agreed that the curricular objectives were well defined, and the implementation time-line was being carried out as planned. However, there was a feeling that "something" was necessary to better interrelate the objectives.

In December of 1978 the writer attended an educational conference and was introduced to "Innerchange," a program developed by the Human Development Training Institute.[9] The program was brought back to the teachers and counselors to evaluate, and was subsequently implemented in the CORE class to address the guidance component objectives. Positive response from students about the material, plus the excellent interrelationship of the material eliminated the aforemen-

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[9]Geraldine Ball, Innerchange (La Mesa, California: Human Development Training Institute, Inc., 1977).

tioned concern of the teachers and counselors. The introduction of the teacher's manual describes the program as follows:

> "Innerchange" is an educational process, and a curriculum designed to allow people beyond the age of 11 to learn more about themselves and others. It uses a confluent approach to synthesize the cognitive and affective domains and it concentrates on contemporary issues such as career education, substance abuse, crime prevention, values exploration, human relations, and multicultural and multiethnic understanding. While Innerchange utilizes a wide variety of activities, its principal mode is verbal interaction, which allows teachers or counselors to explore humanness together. The content for the classroom group discussions aims at increasing students' (1) awareness of self and others, (2) self-confidence (or a sense of mastery), (3) skills at social interrelating.[10]

Another variation from the original program was the introduction of the school nurse as an instructor when dealing with the physiological aspects of the curriculum on growth and development. When the original guidance program was developed, the growth and development component was to be taught by the health teacher. However, when the curriculum was moved into the CORE class because of scheduling and staffing problems, the CORE teachers did not feel they were well enough prepared to teach the physiological aspects of the program. Therefore, after a meeting of the writer, the counselors, and the CORE teachers, the school nurse was asked to be a part of the instructional team for the guidance pro-

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[10]Geraldine Ball, Innerchange: Teacher's Manual (La Mesa, California: Human Development Training Institute, Inc., 1977). p. 9.

gram. The nurse accepted the invitation, and she made several outstanding class presentations. The students expressed their pleasure in having her as an instructor, and they further indicated they felt more comfortable asking her candid questions than they would have if they had asked the same questions of their teachers.

The most important question that the writer asked students while monitoring the program throughout the year was if they felt they were learning their language arts, social studies, plus gaining valuable information about themselves and other people as a result of the guidance objectives. Even though there were negative responses on any given day, the positive responses were always over eighty percent; the students were pleased with the program.

In March of 1979 another letter was sent to the parents of the participating students asking for their evaluation of the various parts of the program.[11] The same procedure was followed with the participating students and teachers. The results of these evaluations were positive and ended the practicum in a very positive manner.

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[11]A copy of this letter is found on page 83 of the Appendix.

CHAPTER VII

EVALUATION

This chapter addresses the evaluation component of the practicum in general, and each objective specifically. A review of each objective follows, along with a discussion of the pertinent data necessary to conclude whether the objective was or was not attained. A general evaluation of the entire program is found at the end of this chapter.

Objective One

The first objective stated that given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, would show a seventy percent growth in positive self concepts about self in general.

To ascertain whether there was an increase in positive self concepts about self in general, the Self Appraisal Inventory was administered to the students as a pretest in September of 1978, and again as a posttest in March of 1979.[12] One hundred and nine students took both the pre and post instruments, and thirty-one of the students,

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[12]Sandra Frith and Diana Narikawa, Measures of Self Concept (Instructional Objectives Exchange, Los Angeles, 1972), p. 64. (A copy of this inventory is found on pages 84-88 of the Appendix.

which equates to twenty-eight percent, demonstrated at least seventy percent positive growth as measured by the scores of the instrument.

Table 1 depicts the kinds of growth shown between pre and posttesting of all 109 pilot students in the general self concept dimension.

TABLE 1

STUDENT GROWTH RESULTS IN GENERAL SELF CONCEPT AS MEASURED BY PRE AND POSTTESTING

Kind of Growth	Number of Students Showing This Growth	% of All Students Showing This Growth
70% or better	31	28%
50% or better	59	54%
Positive growth (Above 5%)	90	83%
No growth	19	17%

Analysis of these data collected from the pre and post administrations of the evaluation instrument denotes that the first objective was not attained as stated. Even though the test results indicated that eighty-three percent of the students showed some kind of positive growth, the seventy percent figure as stated in the objective was not realized.

The writer feels that the intended objective was not achieved for two reasons. First, the testing instrument, while it contained a sufficient number of items (77) to attain an overall perspective of self concept, did not

contain enough items (19) about the self concept in general. This small number of items, unfortunately, made it extremely difficult for students to show a percentage increase as large as seventy between pre and posttesting. Another instrument with more items should have been selected. Secondly, the writer feels that the scores on the pretest were not as valid as the scores on the posttest because the students were still apprehensive when they took the initial test. Even though the teachers and the writer assured the students in September that their anonymity would be maintained, and further explained that honest responses were absolutely critical, it became apparent in March that the students' responses on the pretest were not totally candid. Students actually reported in March that they were skeptical at the time they took the pretest in September. They said they felt much more comfortable and assured in the class setting in March, and that their responses were much more honest on the posttest. This situation precluded any hope of attaining the desired seventy percent statistic initially hoped for in the first objective.

Objective Two

The second objective stated that given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, would show a seventy percent growth in positive self concepts in the peer dimension.

To ascertain whether there was an increase in this positive self concept in the peer dimension, the Self Appraisal Inventory was administered to the students as a pretest in September of 1978, and again as a posttest in March of 1979.[13]

One hundred and nine students took both the pre and post instruments, and thirty-six of the students, which equates to thirty-three percent, demonstrated at least seventy percent positive growth as measured by the scores of the instrument.

Table 2 depicts the kinds of growth shown between pre and posttesting of all 109 pilot students in the peer dimension of self concept.

TABLE 2

STUDENT GROWTH RESULTS IN THE PEER DIMENSION OF SELF CONCEPT AS MEASURED BY PRE AND POSTTESTING

Kind of Growth	Number of Students Showing This Growth	% of All Students Showing This Growth
70% or better	36	33%
50% or better	64	59%
Positive growth (Above 5%)	91	83%
No growth	18	17%

[13] Ibid.

Analysis of these data collected from the pre and post administrations of the evaluation instrument denotes that the second objective was not attained as stated. Even though the test results indicated that eighty-three percent of the students showed some kind of positive growth, the seventy percent figure as stated in the objective was not realized.

The writer feels that the intended statistic was not attained for the same reasons previously identified for the first objective. There was an insufficient number of test items to allow significant growth between pre and posttesting, and there was an absence of totally honest and candid student responses on the pretest.

Objective Three

The third objective stated that given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, would show a seventy percent increase in understanding the decision-making process and its related responsibilities.

The evaluation instrument for this objective was a staff developed test that was administered as a pretest in September of 1978, and as a posttest in March of 1979.

Since the instrument was a battery of three separate tests, it was extremely difficult to assure that all of the students took all of the tests during both the pre and post administrations. Absenteeism and class transfers during any part of the testing reduced the number of students with

all six pre and posttest scores to ninety, instead of the 109 cases observed in objectives one and two.

Analysis of these data collected from the pre and post administrations of the evaluation instrument indicates that attainment of this objective was also missed. Only five of ninety students, which is six percent, showed seventy percent or better improvement as measured by scores from the pre and posttests.

Table 3 identifies the kinds of growth shown between pre and posttesting of all ninety pilot students in the area of decision-making and responsibility.

TABLE 3

STUDENT GROWTH RESULTS IN DECISION-MAKING AND RESPONSIBILITY AS MEASURED BY PRE AND POSTTESTING

Kind of Growth	Number of Students Showing This Growth	% of All Students Showing This Growth
70% or better	5	6%
50% or better	26	29%
Positive growth (Above 5%)	90	100%
No growth	0	0%

These results were the most perplexing of the entire practicum because of the extremely small number of students showing a seventy percent growth. The fact that every student showed some growth was consoling, coupled with the

fact that both students and parents, on the end-of-the-year evaluation, gave high ratings to the adequacy of the decision-making/responsibility component.

The only logical explanation for not meeting the objective as stated was that the testing instrument was anything but adequate, reliable, or valid. For subsequent planning, the staff has made a decision to seek out professionally developed testing instruments for this program component.

Objective Four

The fourth objective stated that given seven months participation in the CORE program, seventy percent of the students in the pilot guidance program, in March of 1979, would be knowledgeable about and exhibit better study skills than they possessed in September of 1978. The evaluation method was an analysis of responses from an evaluation form distributed to students, parents, and teachers.[14]

The evaluation form allowed the respondent four replies related to study skills: (A) The skill was better last September; (B) The skill has remained the same since September; (C) The student has more knowledge about and exhibits better study skills than in September; and (D) The student has significantly more knowledge about and

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[14] A copy of this evaluation form is found on pages 89-91 of the Appendix.

exhibits better study skills than in September.

Table 4 identifies the replies from the 112 students and eighty-three parents who submitted evaluations. The response options A, B, C, and D are those stated in the preceding paragraph.

TABLE 4

STUDENT AND PARENT RESPONSES ABOUT THE EFFECTIVENESS OF THE STUDY SKILLS COMPONENT OF THE PILOT GUIDANCE PROGRAM

Response	Number and % of Students Giving This Response	Number and % of Parents Giving This Response
A	1 - 1%	4 - 5%
B	25 - 22%	12 - 14%
C	78 - 70%	25 - 30%
D	8 - 7%	42 - 51%

These results signify that the fourth objective was met. The combination of responses C and D show that seventy-seven percent of the students and eighty-one percent of the parents indicated that the students had more knowledge about and exhibited better study skills in March of 1979 than they possessed in September of 1978. The teachers' evaluations agreed with these parents and students.

Objective Five

The fifth objective stated that given seven months participation in the CORE program, part of which would be taught by guidance personnel, seventy percent of the stu-

dents in the pilot guidance program, in March of 1979, would indicate an increase in understanding of their age group's growth and development processes. The evaluation method was again an analysis of responses from an evaluation form.

The evaluation form allowed the respondent four replies related to growth and development: (A) The student had a better understanding last September; (B) No further understanding has been exhibited by the student since September; (C) Further understanding has been exhibited by the student since September; and (D) There has been significant understanding exhibited by the student since September.

Table 5 shows the responses from the 112 students and eighty-three parents who submitted evaluations. The response options A, B, C, and D are those stated in the preceding paragraph.

TABLE 5

STUDENT AND PARENT RESPONSES ABOUT THE DEVELOPMENT OF UNDERSTANDING IN THE GROWTH AND DEVELOPMENT COMPONENT OF THE PILOT GUIDANCE PROGRAM

Response	Number and % of Students Giving This Response	Number and % of Parents Giving This Response
A	0 - 0%	3 - 3%
B	18 - 16%	9 - 11%
C	70 - 63%	18 - 22%
D	24 - 21%	53 - 63%

These results show that the fifth objective was achieved. The combination of responses C and D show that eighty-four percent of the students and eighty-five percent of the parents indicated that the students did establish an increased understanding of the age group's growth and development processes between September of 1978 and March of 1979.

Objective Six

The sixth objective stated that given use of a Career Center, seventy percent of the students in the pilot guidance program would have an increased awareness of career possibilities by March of 1979.

As pointed out in the preceding chapter, this objective was not achieved. There was a significant amount of planning time directed toward the development and implementation of the center, but its actual existence was entirely dependent upon district funds. When the voters of California approved the tax limitation proposal known as Proposition 13, it spelled the doom of California Middle School's proposed Career Center because of the severe fiscal restraints imposed upon the district. The deputy superintendent was forced to deny the budgetary request to support the center.

Objective Seven

The seventh objective stated that by assuming three different responsible and productive leadership roles in the school and community, seventy percent of the students in the pilot guidance program would have an increased aware-

ness of their leadership potentials by March of 1979. The achievement of this objective was measured by the satisfactory completion of the students' leadership roles as judged by school and non-school supervising adults.

After the implementation of curricular components related to leadership qualities, students were asked to verify their leadership roles by having each supervising or observing adult complete a verification form certifying the student had provided a leadership role and exhibited leadership qualities.[15]

Ninety-three percent of the students successfully acquired at least three different forms of certification, thus establishing the attainment of the seventh objective.

Objective Eight

The eighth objective stated that given counseling from Guidance Center personnel, fifty percent of all students referred to the center during the implementing spring semester of 1978 would show better self esteem and self control, measured by a fifty percent decrease in the number of behavioral notices the students received from staff members during the fall semester of 1977.

Between March and June of 1978, the implementing semester for the Guidance Center, seventy-seven students

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[15]A copy of this verification form is found on page 92 of the Appendix.

were referred to the center. Table 6 shows the number of visitations by each student.

TABLE 6

GUIDANCE CENTER VISITATIONS

Number of Visitations	Number of Students	% of All Students
1	13	17%
2	11	14%
3	18	24%
4	4	5%
5	3	4%
6 or more	28	36%

This information shows that even though the more difficult types of behavior problems were referred to the Guidance Center, seventeen percent of the students only had to be referred once; fourteen percent only had to be referred twice; and twenty-four percent only had to be referred three times. Over forty percent of the students were referred more than three times, but the staff was extremely pleased with the results of the center and its personnel. These figures indicated that a good percentage of the referred students were being put back "on the track."

A comparison of each of the seventy-seven student's behavior referrals between the 1977 fall semester and the

1978 spring semester indicated that the eighth objective was achieved. Table 7 denotes the number and percentage of students whose behavior referrals did decrease as a result of visitations to the Guidance Center. Fifty-seven percent of the students showed at least a fifty percent reduction in the number of referrals from one semester to the next.

TABLE 7

STUDENTS SHOWING A DECREASE IN BEHAVIORAL REFERRALS BETWEEN THE FALL OF 1977 AND THE SPRING OF 1978 AFTER BEING REFERRED TO THE GUIDANCE CENTER

% of Decrease	Number of Students	% of All Students
90% or more	16	21%
70% to 89%	14	18%
50% to 69%	14	18%
Less than 50%	33	43%

Overall Evaluation

Of the eight objectives, four were achieved as stated and four were not achieved as stated. This information in itself could indicate that the guidance program did not fare well. To the contrary, however, the overall evaluation proved to be very supportive of the staff's efforts. Parents and students, through their evaluation forms, both affirmed that there were many positive aspects to the program. Many parents wrote favorable comments on their evaluation forms, the essence of which stated "this was the

finest year my child has ever spent in school."

In the preceding chapter there was an explanation of the staff's feeling about the overall guidance program, and the Guidance Center in particular. It was noted that the staff was so enthusiastic about the success of the center that it decided to forfeit some teaching hours last year in order to establish more personnel time for the Guidance Center. Again this year, in May of 1979, the staff made a similar decision for next year.

With the positive evaluations and good feelings about the program coming from the students, their parents, and the staff, and with accolades about the program coming from the district middle school administration, it must be concluded that the pilot did serve a useful and positive purpose.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Even though there were four objectives that were not attained as stated, the total program was deemed successful and effective by students, parents, and staff members. The evaluation forms that were submitted by these groups resoundingly indicated that the district goals for a middle school guidance program had been addressed adequately and successfully. Therefore, based upon the results of the program evaluation, and the practicum in general, the following conclusions can be made:

1. This kind of program can increase awareness about a student's self concept.
2. This kind of program can develop a student's understanding of the decision-making process and its related responsibilities.
3. This kind of program can improve a student's study skills.
4. This kind of program can develop a student's understanding of the growth and development process of the age group.
5. Having guidance personnel teach and participate in

the classroom can be successful and effective.

6. This kind of program can develop a student's awareness of leadership roles and potentials.
7. Guidance Center personnel can help students gain self control and self esteem, and at the same time help the student reduce the number of behavior referrals issued to him/her by staff members.
8. This kind of program is not overly expensive, but it does have some financial components that must be considered carefully:
   (A) Special personnel for the Guidance Center.
   (B) Special materials for the Career Center; and possibly, special personnel for the center.
   (C) Considerations for curriculum and materials development by staff members.
   (D) Staff inservice time.
   (E) Any new materials needed to implement a part of the program.
9. This kind of program must have the support and commitment of the staff.
10. The guidance components within the academic subjects should be done in an interdisciplinary approach as much as possible. This is done very satisfactorily in a two hour block of time such as the CORE class described at California Middle School. It is questionable as to whether the

material could be addressed adequately in a one period class.

Recommendations

Based on the evaluation and conclusions of this practicum, the following recommendations are offered:

1. This pilot program should be used as a focal point for the development of a district-wide guidance program for middle schools. It should be evaluated by several other school and district personnel, and refined for further implementation.
2. Other guidance components should be studied and piloted in order to develop an even more comprehensive model. These components should include:
   (A) Off-campus counseling for parents by the counseling staff.
   (B) Peer counseling.
   (C) An advisor component which would provide a specific staff member to whom each student could go for information and assistance regarding any kind of problem. The staff member should deal with the human development facet of each assigned student, help the student plan a meaningful educational program, and maintain an open and purposeful communication with each student's parents.
3. The board of education should make a financial commitment to support the proper implementation

of the kind of comprehensive guidance program it philosophically desires at the middle school.

4. The California Middle School staff should continue the operation of the program's guidance components.

CHAPTER IX

DISSEMINATION AND INSTITUTIONALIZATION

Dissemination

At the beginning of the 1977-78 school year, the Director of Middle Schools asked the writer to explain the purpose and objectives of the pilot guidance program to the other junior high and middle school principals. From that time to the present, the writer has made periodic reports on the progress of the practicum. Recently, the Director of Middle Schools asked that the writer make the practicum report available to the principals, and further asked that a presentation be made to the group at this year's first administrative meeting.

In June, 1979, the writer was appointed to the position of Director of Junior High/Middle School Counseling. Working with the Director of Middle Schools, the segment principals, and the segment counselors, the writer will work toward the realization of a segment guidance program. The experience and information gathered from the practicum at California Middle School will be disseminated at the numerous meetings the writer will be chairing and attending in the 1979-80 school year.

Institutionalization

The fourth recommendation in this practicum report stated that the California Middle School staff should continue the operation of the program's components. In the evaluation section of the report it was stated the school's staff had elected to forfeit some teaching hours to more fully staff the Guidance Center. The CORE teachers, along with the staff decision on the Guidance Center, decided to implement some of the guidance components in all of the CORE classes this next year. Inservice meetings and workshops have been planned for the week before school begins to determine the extent of implementation.

However, three major problems currently facing the district have very recently cast a shroud on next year's continuance of California Middle School's program---and institutionalization at any other school. The problems are all financially based, and the results of their existence could mean severe cuts in personnel, programs, and services throughout the district. The first problem is that the legislature has not yet established a new school finance program, and the so called "bail-out funds" do not give school districts adequate monies and long-range planning information. The second problem is another issue of reduced revenue because of declining enrollment. And the third issue is a compounding financial horror of employee salary demands. School personnel have watched other civil servants demand and obtain large raises these past six

months following a pay freeze mandated after the passage of Proposition 13. The various employee groups have thus gone on record as indicating they want the same kind of treatment.

These problems all mean that the school district is currently evaluating its entire financial status for the current year and future years. At the last two board meetings the superintendent has recommended personnel and program cuts in excess of two million dollars; and all indications are that this figure will eventually reach an excess of three million dollars.

The Sacramento City Unified School district faces a critical 1979-80 school year as it must deal with these difficult and critical items:

1. Fiscal projections with an uncertain commitment from the state.
2. Declining enrollment. This means the serious considerations of closing small schools and a reorganization of grade levels to address housing concerns. One housing alternative currently being considered is the abolishment of the middle schools, and a return to the larger junior high schools.
3. Negotiations with employee groups.

As the district wrestles with, and makes decisions about these problems, the future of this pilot guidance program (and many other district programs) will be determined.

Unfortunately, the final implications may not be realized until late in the coming school year.

APPENDIX

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
TELEPHONE 444-6060

ALBERT J. SESSAREGO
Superintendent

August 25, 1972

Research Report No. 6
Series 1972-73
Topic: SUMMARY RESULTS OF GRADES 6, 7, AND 8, AND GRADES 9 THROUGH 12 QUESTIONNAIRES ADMINISTERED TO VARIOUS SACRAMENTO GROUPS DURING THE PERIOD MARCH 6 THROUGH MARCH 16, 1972 (Revised)

Introduction

On February 22, 1972, the board approved the temporary appointment of Mr. Max S. Waters, director, Facilities Project Teams; and Mr. Jack Anderson, coordinator, Senior High School Project Teams. They were charged with the responsibility of directing project teams that would develop educational specifications for new middle schools, schools to be converted to middle schools, and new 4-year high schools within the district. These new or converted school plants are to be financed from bond and state loan monies to be authorized by the voters at the June 6, 1972 primary election.

It was recognized immediately that if the planning efforts of the various project teams were to be successful there should be a current assessment of educational needs and priorities. In spite of the recognized limitations of the use of questionnaires in such an assessment, due to the very limited time available it was concluded that the questionnaire approach was the most practical. Consequently, two questionnaires were developed, one designed to obtain information for the 6th, 7th, and 8th grade middle schools (see Exhibit 1), and the other for the 4-year high schools (see Exhibit 2). These questionnaires were designed for the following purposes:

1. To obtain an expression from various community groups about present and future educational priorities.

2. To acquaint a part of the community with the district's building needs and reasons for the June 6, 1972 bond and state loan election.

3. To provide the various project teams with additional data to assist them in the development of educational specifications.

The questionnaires were administered to many community groups, such as business and service clubs, labor groups, minority and neighborhood councils, and P.T.A.'s. The questionnaires (one or the other) were administered to the faculties of every junior high school, senior high school, and to many elementary schools in the district. In addition, the questionnaires were administered to student groups in every secondary school and some elementary schools in the district. City college students and adult education students also participated in answering the questionnaire.

Introduction (Continued)

To obtain a larger community sampling, additional questionnaire were administered to various groups during the period of March 17 through March 23, 1972. Results from the orginal survey and this survey were combined to develop this revised report. The total number of people responding to the middle school questionnaire was 1,584 and the total number of persons responding to the four-year high school questionnaire was 1,018.

Questionnaire for Grades 6, 7, and 8 (Middle School)

The questionnaire developed for obtaining educational priorities for the middle schools is divided into eight areas of concern. They are:

1. Curriculum (18 questions)
2. Social problems and concerns (6 questions)
3. School services (10 questions)
4. Student activities (1 question)
5. Community agencies (4 questions)
6. School organization (4 questions)
7. Other district concerns (7 questions)
8. Other personal concerns (space provided for written statements)

Some questions in the other district concerns area relating to specific elementary concerns were included in the middle school questionnaire.

Questionnaire for Grades 9 through 12 (Four-Year High School)

The questionnaire developed for obtaining educational priorities for the four-year high schools is divided into eight areas of concern. They are:

1. Curriculum (19 questions)
2. Social problems and concerns (6 questions)
3. School services (10 questions)
4. Student activities (2 questions)
5. Community agencies (4 questions)
6. School organization (4 questions)
7. Other district concerns (5 questions)
8. Other personal concerns (space provided for written statements)

An IBM card with provisions for 50 responses was given to each participant for completion. A short narrative on the reasons for asking the participants to answer the questionnaire was orally delivered prior to their completing the questionnaire. Statistical compilation of the data gathered on the questionnaire was made possible through the use of the Elementary Teacher Testing System and the IBM 360 computer.

Answering the Questionnaires

Each participant was asked to indicate the degree of emphasis he/she felt was educationally important for each of the 50 items in the questionnaire. The degree of importance was expressed by choosing one of the following responses:

A = Greatest Emphasis
B = High Emphasis
C = Moderate Emphasis
D = Minimum Emphasis
E = No Emphasis

Introduction (Continued)

Interpreting the Findings

The following categories were designed to allow for the most accurate interpretation of the data:

High priority items:

> Responses A (Greatest Emphasis) + B (High Emphasis) = more than 50%, and responses D (Minimum Emphasis) + E (No Emphasis) = 20% or less of the total sample.

Low priority items:

> Responses D (Minimum Emphasis) + E (No Emphasis) = more than 20%, and responses A (Greatest Emphasis) + B (High Emphasis) = 50% or less of the total sample.

Moderate priority items:

> Responses A (Greatest Emphasis) + B (High Emphasis) = 50% or less, and responses D (Minimum Emphasis) + E (No Emphasis) = 20% or less of the total sample.

Both high priority and low priority items:

> Responses A (Greatest Emphasis) + B (High Emphasis) = more than 50%, and responses D (Minimum Emphasis) + E (No Emphasis) = more than 20% of the total sample.

Findings

Middle School Questionnaire Findings

HIGH PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by more than 50% of the total sample (N=1347) and of minimum emphasis (response "D") or no emphasis (response "E") by less than 20% of the total sample.

> "Reading" was selected as a high or greatest emphasis of concern by 91.6% of the total sample, while 2.4% selected no or minimum emphasis as their response.

> "How important is it to reduce the ratio of the number of students per teacher?" was selected as a high or greatest emphasis of concern by 90.6% of the total sample, while 2.5% selected no or minimum emphasis as their response.

> "Arithmetic" was selected as a high or greatest emphasis of concern by 89.4% of the total sample, while 0.9% selected no or minimum emphasis as their response.

Findings (Continued)

"Grammar, spelling and written expression" was selected as a high or greatest emphasis of concern by 81.9% of the total sample, while 2.5% selected no or minimum emphasis as their response.

"Drugs and alcohol" was selected as a high or greatest emphasis of concern by 73.5% of the total sample, while 7.1% selected no or minimum emphasis as their response.

"Use of teacher aide in classroom instruction and school grounds supervision" was selected as a high or greatest emphasis of concern by 72.3% of the total sample, while 9.7% selected no or minimum emphasis as their response.

"Varying lengths of classroom periods depending upon the subject" was selected as a high or greatest emphasis of concern by 71.6% of the total sample, while 10.4% selected no or minimum emphasis as their response.

"Personal problem counseling" was selected as a high or greatest emphasis of concern by 69.9% of the total sample, while 6.9% selected no or minimum emphasis as their response.

"Library with varied educational learning facilities (individual study provisions and self-teaching equipment)" was selected as a high or greatest emphasis of concern by 68.7% of the total sample, while 8.9% selected no or minimum emphasis as their response.

"How important is flexibility in room size for large group and small group instruction and independent study?" was selected as a high or greatest emphasis of concern by 68.7% of the total sample, while 7.6% selected no or minimum emphasis as their response.

"Nongraded programs (in which student progress is based on achievement rather than age)" was selected as a high or greatest emphasis of concern by 68.5% of the total sample, while 15.5% selected no or minimum emphasis as their response.

"Educational counseling" was selected as a high or greatest emphasis of concern by 66.2% of the total sample, while 9.3% selected no or minimum emphasis as their response.

"Ecology" was selected as a high or greatest emphasis of concern by 65.2% of the total sample, while 6.8% selected no or minimum emphasis as their response.

"District-wide school organization based on K-5, 6-8 and 9-12 grades" was selected as a high or greatest emphasis of concern by 64.9% of the total sample, while 15.3% selected no or minimum emphasis as their response.

"How important is it that parents and pupils receive more information on pupil progress in elementary schools?" was selected as a high or greatest emphasis of concern by 64.8% of the total sample, while 10.6% selected no or minimum emphasis as their response.

Findings (Continued)

"Venereal disease" was selected as a high or greatest emphasis of concern by 62.9% of the total sample, while 12.0% selected no or minimum emphasis as their response.

"How important is it that parents receive more direct help from the elementary school which would allow the parent to assist in their child's education?" was selected as a high or greatest emphasis of concern by 61.1% of the total sample, while 11.3% selected no or minimum emphasis as their response.

"Library with provisions for book storage and reading space" was selected as a high or greatest emphasis of concern by 60.7% of the total sample, while 10.8% selected no or minimum emphasis as their response.

"Individual and group rights and responsibilities" was selected as a high or greatest emphasis of concern by 60.4% of the total sample, while 12.2% selected no or minimum emphasis as their response.

"Family relations" was selected as a high or greatest emphasis of concern by 58.0% of the total sample, while 12.9% selected no or minimum emphasis as their response.

"School as a community and recreational center" was selected as a high or greatest emphasis of concern by 56.2% of the total sample, while 18.4% selected no or minimum emphasis as their response.

"Law enforcement and county probation departments" was selected as a high or greatest emphasis of concern by 55.9% of the total sample, while 14.8% selected no or minimum emphasis as their response.

"A knowledge of American heritage (political, social, intellectual and economic)" was selected as a high or greatest emphasis of concern by 54.7% of the total sample, while 8.7% selected no or minimum emphasis as their response.

"Science" was selected as a high or greatest emphasis of concern by 54.2% of the total sample, while 8.0% selected no or minimum emphasis as their response.

"Cafeteria" was selected as a high or greatest emphasis of concern by 53.0% of the total sample, while 17.0% selected no or minimum emphasis as their response.

"Space provision for student activities and use (including student government)" was selected as a high or greatest emphasis of concern by 50.6% of the total response, while 16.8% selected no or minimum emphasis as their response.

LOW PRIORITY ITEMS

Questions regarded to be of minimum emphasis (response "D") or no emphasis (response "E") by more than 20% of the total sample and of greatest emphasis (response "A") or high emphasis (response "B") by 50% or less of the total response.

Findings (Continued)

"Little theatre (seating about 300)" was selected as a no or minimum emphasis of concern by 42.2% of the total sample, while 28.8% selected high or greatest emphasis as their response.

"Inter-school sport competitions (team sports)" was selected as a no or minimum emphasis of concern by 33.6% of the total sample, while 33.7% selected high or greatest emphasis as their response.

"Foreign language" was selected as a no or minimum emphasis of concern by 32.4% of the total sample, while 24.1% selected high or greatest emphasis as their response.

"Individualized sports" was selected as a no or minimum emphasis of concern by 30.8% of the total sample, while 31.1% selected high or greatest emphasis as their response.

"Art" was selected as a no or minimum emphasis of concern by 24.9% of the total sample, while 24.9% selected high or greatest emphasis as their response.

"Music" was selected as a no or minimum emphasis of concern by 24.8% of the total sample, while 28.5% selected high or greatest emphasis as their response.

"Auditorium (seating about 900)" was selected as a no or minimum emphasis of concern by 24.1% of the total sample, while 46.6% selected high or greatest emphasis as their response.

"Minority cultures" was selected as a no or minimum emphasis of concern by 23.9% of the total sample, while 35.5% selected high or greatest emphasis as their response.

"How important is it to provide greater provision for preschool education?" was selected as a no or minimum emphasis of concern by 23.7% of the total sample, while 47.2% selected high or greatest emphasis as their response.

"How important is it to provide more counseling services in the elementary schools?" was selected as a no or minimum emphasis of concern by 23.0% of the total sample, while 46.5% selected high or greatest emphasis as their response.

"Human Relations Commission" was selected as a no or minimum emphasis of concern by 22.6% of the total sample, while 42.5% selected high or greatest emphasis as their response.

MODERATE PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by 50% or less of the total sample and of minimum emphasis (response "D") or no emphasis (response "E") by less than 20% of the total sample.

"A knowledge of America's relationships with other countries" was selected as a high or greatest emphasis of concern by 41.1% of the total sample,

Findings (Continued)

no or minimum emphasis of concern by 15.3% of the total sample, and moderate emphasis of concern by 43.6% of the total sample.

"Career orientation counseling" was selected as a high or greatest emphasis of concern by 49.8% of the total sample, no or minimum emphasis of concern by 18.4% of the total sample, and moderate emphasis of concern by 31.9% of the total sample.

"Industrial arts (exploratory)" was selected as a high or greatest emphasis of concern by 38.7% of the total sample, no or minimum emphasis of concern by 18.6% of the total sample, and moderate emphasis of concern by 42.8% of the total sample.

"Oral expression (drama, public speaking)" was selected as a high or greatest emphasis of concern by 40.6% of the total sample, no or minimum emphasis of concern by 17.7% of the total sample, and moderate emphasis of concern by 41.7% of the total sample.

"Health and nursing services" was selected as a high or greatest emphasis of concern by 44.4% of the total sample, no or minimum emphasis of concern by 15.2% of the total sample, and moderate emphasis of concern by 40.5% of the total sample.

"Home economics (nutrition, sewing and consumer education)" was selected as a high or greatest emphasis of concern by 44.1% of the total sample, no or minimum emphasis of concern by 17.9% of the total sample, and moderate emphasis of concern by 38.1% of the total sample.

"An awareness of the varieties and problems of cultures in the United States" was selected as a high or greatest emphasis of concern by 49.1% of the total sample, no or minimum emphasis of concern by 13.5% of the total sample, and moderate emphasis of concern by 37.6% of the total sample.

"Family Services Agency and county social workers" was selected as a high or greatest emphasis of concern by 46.2% of the total sample, no or minimum emphasis of concern by 18.9% of the total sample, and moderate emphasis of concern by 34.9% of the total sample.

"Educational study trips" was selected as a high or greatest emphasis of concern by 46.6% of the total response, no or minimum emphasis of concern by 19.0% of the total response, and moderate emphasis of concern by 34.5% of the total response.

"How important is it to provide more time for instruction in areas other than basic skills (3-R's) in the elementary schools?" was selected as a high or greatest emphasis of concern by 48.9% of the total sample, no or minimum emphasis of concern by 17.0% of the total sample, and moderate emphasis of concern by 34.1% of the total sample.

BOTH HIGH PRIORITY AND LOW PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by more than 50% of the total sample and of minimum emphasis

Findings (Continued)

(response "D") or no emphasis (response "E") by more than 20% of the total response.

"Occupational information and training (in-depth training in skill areas)" was selected as a high or greatest emphasis of concern by 51.8% of the total sample, while 21.2% selected no or minimum emphasis as their response.

"Aquarian effort or other community drug projects" was selected as a high or greatest emphasis of concern by 51.6% of the total sample, while 20.8% selected no or minimum emphasis as their response.

"Opportunities for students to work or study in the community" was selected as a high or greatest emphasis of concern by 50.8% of the total sample, while 24.0% selected no or minimum emphasis as their response.

High School Questionnaire Findings

HIGH PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by more than 50% of the total sample (N = 804) and of minimum emphasis (response "D") or no emphasis (response "E") by less than 20% of the total sample.

"Reading" was selected as a high or greatest emphasis of concern by 88.3% of the total sample, while 3.1% selected no or minimum emphasis as their response.

"Mathematics" was selected as a high or greatest emphasis of concern by 88.3% of the total sample, while 2.6% selected no or minimum emphasis as their response.

"How important is it to reduce the ratio of the number of students per teacher?" was selected as a high or greatest emphasis of concern by 87.2% of the total sample, while 3.2% selected no or minimum emphasis as their response.

"Grammar, spelling and written expression" was selected as a high or greatest emphasis of concern by 81.6% of the total sample, while 3.2% selected no or minimum emphasis as their response.

"Educational counseling" was selected as a high or greatest emphasis of concern by 76.7% of the total sample, while 4.6% selected no or minimum emphasis as their response.

"Length of class periods depending upon the subject" was selected as a high or greatest emphasis of concern by 75.3% of the total sample, while 6.2% selected no or minimum emphasis as their response.

"Opportunities for students to work or study in the community" was selected as a high or greatest emphasis of concern by 68.2% of the total sample, while 9.7% selected no or minimum emphasis as their response.

Findings (Continued)

"Career orientation counseling" was selected as a high or greatest emphasis of concern by 74.5% of the total sample, while 4.1% selected no or minimum emphasis as their response.

"Occupational information and training (in-depth training in skill areas)" was selected as a high or greatest emphasis of concern by 71.7% of the total sample, while 6.8% selected no or minimum emphasis as their response.

"How important is it to have communications equipment available for use in emergencies?" was selected as a high or greatest emphasis of concern by 70.2% of the total sample, while 8.9% selected no or minimum emphasis as their response.

"Venereal disease" was selected as a high or greatest emphasis of concern by 69.9% of the total sample, while 8.8% selected no or minimum emphasis as their response.

"Drugs and alcohol" was selected as a high or greatest emphasis of concern by 69.9% of the total sample, while 7.8% selected no or minimum emphasis as their response.

"How important is it that the district provide facilities within the high school plant for instruction in vocational subjects in grades 9 through 12?" was selected as a high or greatest emphasis of concern by 69.7% of the total sample, while 8.6% selected no or minimum emphasis as their response.

"Personal problem counseling" was selected as a high or greatest emphasis of concern by 68.5% of the total sample, while 5.4% selected no or minimum emphasis as their response.

"How important is flexibility in room size for large group and small group instruction and independent study?" was selected as a high or greatest emphasis of concern by 67.9% of the total sample, while 8.4% selected no or minimum emphasis as their response.

"Business occupations (in-depth training)" was selected as a high or greatest emphasis of concern by 65.8% of the total sample, while 8.4% selected no or minimum emphasis as their response.

"Use of teacher aides in classroom instruction and on the school grounds" was selected as a high or greatest emphasis of concern by 65.2% of the total sample, while 11.2% selected no or minimum emphasis as their response.

"Library with varied educational learning facilities (individual study provisions and self teaching equipment)" was selected as a high or greatest emphasis of concern by 63.7% of the total sample, while 9.0% selected no or minimum emphasis as their response.

"Library with provisions for book storage and reading space" was selected as a high or greatest emphasis of concern by 59.0% of the total sample, while 12.4% selected no or minimum emphasis as their response.

Findings (Continued)

"Family relations" was selected as a high or greatest emphasis of concern by 59.0% of the total sample, while 11.4% selected no or minimum emphasis as their response.

"Ecology" was selected as a high or greatest emphasis of concern by 57.3% of the total sample, while 10.8% selected no or minimum emphasis as their response.

"Individual and group rights and responsibilities" was selected as a high or greatest emphasis of concern by 56.6% of the total sample, while 12.1% selected no or minimum emphasis as their response.

"School as a community and recreational center" was selected as a high or greatest emphasis of concern by 56.0% of the total sample, while 18.2% selected no or minimum emphasis as their response.

"Space provision for student activities and use (including student government)"was selected as a high or greatest emphasis of concern by 55.6% of the total sample, while 14.4% selected no or minimum emphasis as their response.

"District-wide school organization based on K-5, 6-8, and 9-12 grades" was selected as a high or greatest emphasis of concern by 54.9% of the total sample, while 16.9% selected no or minimum emphasis as their response

"Science" was selected as a high or greatest emphasis of concern by 55.9% of the total sample, while 6.3% selected no or minimum emphasis as their response.

"An awareness of the varieties and problems of cultures in the United States" was selected as a high or greatest emphasis of concern by 53.9% of the total sample, while 12.0% selected no or minimum emphasis as their response.

"A knowledge of American heritage (political, social, intellectual and economic)" was selected as a high or greatest emphasis of concern by 53.3% of the total sample, while 9.3% selected no or minimum emphasis as their response.

"Aquarian effort or other community drug projects" was selected as a high or greatest emphasis of concern by 51.9% of the total sample, while 17.8% selected no or minimum emphasis as their response.

"Law enforcement and county probation departments" was selected as a high or greatest emphasis of concern by 51.0% of the total sample, while 15.5% selected no or minimum emphasis as their response.

LOW PRIORITY ITEMS

Questions regarded to be of minimum emphasis (response "D") or no emphasis (response "E") by more than 20% of the total sample and of greatest emphasis (response "A") or high emphasis (response "B") by 50% or less of the total sample.

Findings (Continued)

"Foreign languages" was selected as a no or minimum emphasis of concern by 32.5% of the total sample, while 24.2% selected high or greatest emphasis as their response.

"Interschool sport competitions (team sports)" was selected as a no or minimum emphasis of concern by 28.6% of the total sample, while 33.7% selected high or greatest emphasis as their response.

"Individualized sports" was selected as a no or minimum emphasis of concern by 28.3% of the total sample, while 34.8% selected high or greatest emphasis as their response.

"Little theatre (seating about 300)" was selected as a no or minimum emphasis of concern by 28.3% of the total sample, while 37.2% selected high or greatest emphasis as their response.

"Music" was selected as a no or minimum emphasis of concern by 28.2% of the total sample, while 24.2% selected high or greatest emphasis as their response.

"Art" was selected as a no or minimum emphasis of concern by 26.3% of the total sample, while 25.3% selected high or greatest emphasis as their response.

"School approved student publications" was selected as a no or minimum emphasis of concern by 22.1% of the total sample, while 45.9% selected high or greatest emphasis as their response.

"Auditorium (seating about 1500)" was selected as a no or minimum emphasis of concern by 23.0% of the total sample, while 45.8% selected high or greatest emphasis as their response.

"Minority cultures" was selected as a no or minimum emphasis of concern by 22.2% of the total sample, while 42.2% selected high or greatest emphasis as their response.

"Human Relations Commission" was selected as a no or minimum emphasis of concern by 20.1% of the total sample, while 43.8% selected high or greatest emphasis as their response.

"Cafeteria" was selected as a no or minimum emphasis of concern by 21.4% of the total sample, while 45.5% selected high or greatest emphasis as their response.

MODERATE PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by 50% or less of the total sample and of minimum emphasis (response "D") or no emphasis (response "E") by less than 20% of the total sample.

"Home economics (nutrition, sewing and consumer education)" was selected as a high or greatest emphasis of concern by 38.9% of the total sample,

Findings (Continued)

no or minimum emphasis of concern by 18.5% of the total sample, and moderate emphasis of concern by 42.5% of the total sample.

"Health and nursing services" was selected as a high or greatest emphasis of concern by 44.2% of the total sample, no or minimum emphasis of concern by 13.5% of the total sample, and moderate emphasis of concern by 42.4% of the total sample.

"Oral expression (drama, public speaking)" was selected as a high or greatest emphasis of concern by 44.7% of the total sample, no or minimum emphasis of concern by 15.6% of the total sample, and moderate emphasis of concern by 39.8% of the total sample.

"Industrial arts" was selected as a high or greatest emphasis of concern by 46.9% of the total sample, no or minimum emphasis of concern by 15.6% of the total sample, and moderate emphasis of concern by 37.6% of the total sample.

"Family Service Agency and County Social Workers" was selected as high or greatest emphasis of concern by 45.3% of the total sample, no or minimum emphasis of concern by 18.3% of the total sample, and moderate emphasis of concern by 36.5% of the total sample.

"Educational study trips" was selected as a high or greatest emphasis of concern by 48.0% of the total sample, no or minimum emphasis of concern by 20.0% of the total sample, and moderate emphasis of concern by 32.0% of the total sample.

"A knowledge of America's relationships with other countries" was selected as a high or greatest emphasis of concern by 46.3% of the total sample, no or minimum emphasis of concern by 13.8% of the total sample, and moderate emphasis of concern by 39.9% of the total sample.

BOTH HIGH PRIORITY AND LOW PRIORITY ITEMS

Questions regarded to be of greatest emphasis (response "A") or high emphasis (response "B") by more than 50% of the total sample and of minimum emphasis (response "D") or no emphasis (response "E") by more than 20% of the total sample.

"Extended day (students take 5 or 6 periods out of a total of 8 or 9 possible periods, i.e., 8:30-4:30)" was selected as a high or greatest emphasis of concern by 52.1% of the total sample, while 22.9% selected no or minimum emphasis as their response.

"How important is it that the district provide separate facilities for instruction in vocational subjects in grades 9 through 12?" was selected as a high or greatest emphasis of concern by 51.5% of the total sample, while 21.3% selected no or minimum emphasis as their response.

Summary

I. Curriculum -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on curriculum included the following percent of positive (A+B = more than 50%) responses:

1. Reading -- 91.6%
2. Arithmetic -- 89.4%
3. Grammar, spelling and written expression -- 81.9%
4. A knowledge of American heritage (political, social, intellectual and economic) -- 54.7%
5. Science -- 54.2%

B. Low priority emphasis by respondents to the questions on curriculum included the following percent of negative (D+E = more than 20%) responses:

1. Inter-school sport competitions (team sports) -- 33.6%
2. Foreign languages -- 32.4%
3. Individualized sports -- 30.8%
4. Art -- 24.9%
5. Music -- 24.8%

C. Moderate priority emphasis by respondents to the questions on curriculum included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

1. A knowledge of America's relationships with other countries -- 41.1%/15.3%
2. Industrial arts (exploratory) -- 38.7%/18.6%
3. Oral expression (drama, public speaking) -- 40.6%/17.7%
4. Home economics (nutrition, sewing and consumer education) -- 41.4%/17.9%
5. An awareness of the varieties and problems of cultures in the United States -- 49.1%/13.5%
6. Educational study trips -- 46.6%/19.0%

D. High priority and low priority emphasis by respondents to questions on curriculum included the following positive (A+B = more than 50%) and negative (D+E = more than 20%) responses:

1. Occupational information and training (in-depth training in skill areas) -- 51.8%/21.2%
2. Opportunities for students to work or study in the community -- 50.8%/24.0%

II. Social Problems and Concerns -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on social problems and concerns included the following percent of positive (A+B = more than 50%) responses:

Summary (Continued)

1. Drugs and alcohol -- 73.5%
2. Ecology - 65.2%
3. Venereal disease -- 62.9%
4. Individual and group rights and responsibilities -- 60.4%
5. Family relations -- 58.0%

B. Low priority emphasis by respondents to the questions on social problems and concerns included the following percent of negative (D+E = more than 20%) responses:

Minority cultures -- 23.9%

III. School Services -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on school services included the following percent of positive (A+B = more than 50%) responses:

1. Personal problem counseling -- 69.9%
2. Library with varied educational learning facilities (individual study provisions and self-teaching equipment) -- 68.7%
3. Educational counseling -- 66.2%
4. Library with provisions for book storage and reading space -- 60.7%
5. School as a community and recreational center -- 56.2%
6. Cafeteria -- 53.0%

B. Low priority emphasis by respondents to the questions on school services included the following percent of negative (D+E = more than 20%) responses:

1. Little theatre (seating about 300) -- 42.2%
2. Auditorium (seating about 900) -- 24.1%

C. Moderate priority emphasis by respondents to the questions on school services included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

1. Career orientation counseling -- 49.8%/18.4%
2. Health and nursing services -- 44.4%/15.2%

IV. Student Activities -- Middle School Questionnaire

A. High priority emphasis by respondents to the question on student activities included the following percent of positive (A+B = more than 50%) responses:

Space provision for student activities and use (including student government) -- 50.6%

Summary (Continued)

V. Community Agencies -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on community agencies included the following percent of positive (A+B = more than 50%) responses:

Law enforcement and county probation departments -- 55.9%

B. Low priority emphasis by respondents to the questions on community agencies included the following percent of negative (D+E = more than 20%) responses:

Human Relations Commission -- 22.6%

C. Moderate priority emphasis by respondents to the questions on community agencies included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

Family Services Agency and county social workers -- 46.2%/18.9%

D. High priority and low priority emphasis by respondents to the questions on community agencies included the following positive (A+B = more than 50%) and negative (D+E = more than 20%) responses:

Aquarian Effort or other community drug projects -- 51.6%/20.8%

VI. School Organization -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on school organization included the following percent of positive (A+B = more than 50%) responses:

1. Use of teacher aides in classroom instruction and school grounds supervision -- 72.3%
2. Varying lengths of class periods depending upon the subject -- 71.6%
3. Non-graded programs (in which students progress is based on achievement rather than age) -- 68.5%
4. District-wide school organization based on K-5, 6-8 and 9-12 grades -- 64.9%

VII. Other District Concerns -- Middle School Questionnaire

A. High priority emphasis by respondents to the questions on other district concerns included the following percent of positive (A+B = more than 50%) responses:

1. How important is it to reduce the ratio of the number of students per teacher? -- 90.6%
2. How important is flexibility in room size for large group and small group instruction and independent study? -- 68.7%
3. How important is it that parents and pupils receive more information on pupil progress in elementary schools? -- 64.8%

Summary (Continued)

4. How important is it that parents receive more direct help from the elementary school which would allow the parent to assist in their child's education? -- 61.1%

B. Low priority emphasis by respondents to the questions on other district concerns included the following percent of negative (D+E = more than 20%) responses:

1. How important is it to provide greater provision for pre-school education? -- 23.7%
2. How important is it to provide more counseling services in the elementary schools? -- 23.0%

C. Moderate priority emphasis by respondents to the questions on other district concerns included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

How important is it to provide more time for insturction in areas other than basic skills (3 r's) in the elementary schools? -- 48.9%/17.0%

VIII. Curriculum -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on curriculum included the following percent of positive (A+B = more than 50%) responses:

1. Reading -- 88.3%
2. Grammar, spelling and written expression -- 81.6%
3. Opportunities for students to work or study in the community -- 68.2%
4. Mathematics -- 75.2%
5. Occupational information and training (in-depth training in skill areas) -- 71.7%
6. Business occupations (in-depth training) -- 65.8%
7. An awareness of the varieties and problems of cultures in the United States -- 65.8%
8. Science -- 55.9%
9. A knowledge of American heritage (political, social, intellectual and economic) -- 53.3%

B. Low priority emphasis by respondents to the questions on curriculum included the following percent of negative (D+E = more than 20%) responses:

1. Foreign languages -- 32.5%
2. Inter-school sport competitions (team sports) -- 28.6%
3. Individualized sports -- 28.3%
4. Art -- 28.2%
5. Music -- 27.7%

Summary (Continued)

C. Moderate priority emphasis by respondents to the questions on curriculum included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

1. Home economics (nutrition, sewing and consumer education) -- 38.9%/18.5%
2. Oral expression (drama, public speaking) -- 44.7%/15.6%
3. Industrial Arts -- 46.9%/15.6%
4. Educational study trips -- 48.0%/20.0%
5. A knowledge of America's relationships with other countries -- 46.3%/13.8%

IX. Social Problems and Concerns -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on social problems and concerns included the following percent of positive (A+B = more than 50%) responses:

1. Venereal disease -- 69.9%
2. Drugs and alcohol -- 69.9%
3. Family relations -- 59.0%
4. Ecology -- 57.3%
5. Individual and group rights and responsibilities -- 56.6%

B. Low priority emphasis by respondents to the questions on social problems and concerns included the following percent of negative (D+E = more than 20%) responses:

Minority cultures -- 22.2%

X. School Services -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on school services included the following percent of positive (A+B = more than 50%) responses:

1. Educational counseling -- 76.7%
2. Career orientation counseling -- 74.5%
3. Personal problem counseling -- 68.5%
4. Library with varied educational learning facilities (individual study provisions and self-teaching equipment) -- 63.7%
5. Library with provisions for book storage and reading space -- 59.0%
6. School as a community and recreational center -- 56.0%

B. Low priority emphasis by respondents to the questions on school services included the following percent of negative (D+E = more than 20%) responses:

1. Little theatre (seating about 300) -- 28.3%
2. Auditorium (seating about 1,500) -- 23.0%
3. Cafeteria -- 21.4%

Summary (Continued)

C. Moderate priority emphasis by respondents to the questions on school services included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

Health and nursing services -- 44.2%/13.5%

XI. Student Activities -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on student activities included the following percent of positive (A+B = more than 50%) responses:

Space provision for student activities and use (including student government) -- 55.6%

B. Low priority emphasis by respondents to the questions on student activities included the following percent of negative (D+E = more than 20%) responses:

School approved student publications -- 22.1%

XII. Community Agencies -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on community agencies included the following percent of positive (A+B = more than 50%) responses:

1. Aquarian Effort or other community drug projects -- 51.9%
2. Law enforcement and county probation departments -- 51.0%

B. Low priority emphasis by respondents to the questions on community agencies included the following percent of negative (D+E = more than 20%) responses:

Human Relations Commission -- 20.1%

C. Moderate priority emphasis by respondents to the questions on community agencies included the following positive (A+B = 50% or less) and negative (D+E = 20% or less) responses:

Family Services Agency and county social workers -- 45.3%/18.3%

XIII. School Organization -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on school organization included the following percent of positive (A+B = more than 50%) responses:

1. (Varying) lengths of class periods depending upon the subject -- 75.3%
2. Use of teacher aides in classroom instruction and on school grounds -- 65.2%
3. District-wide school organization based on K-5, 6-8, and 9-12 grades -- 54.9%

Summary (Continued)

B. High priority and low priority emphasis by respondents to questions on school organization included the following positive (A+B = more than 50%) and negative (D+E = more than 20%) responses:

Extended day (students take 5 or 6 periods out of a total of 8 or 9 possible periods, i.e., 8:30 - 4:30) -- 52.1%/22.9%

XIV. Other District Concerns -- Four-Year High School Questionnaire

A. High priority emphasis by respondents to the questions on other district concerns included the following percent of positive (A+B = more than 50%) responses:

1. How important is it to reduce the ratio of the number of students per teacher? -- 87.2%

2. How important is it to have communications equipment available for use in emergencies? -- 70.2%

3. How important is it that the district provide facilities within the high school plant for instruction in vocational subjects in grades 9 through 12? -- 69.7%

4. How important is flexibility in room size for large group and small group instruction and independent study? -- 67.9%

B. High priority and low priority emphasis by respondents to questions on other district concerns included the following positive (A+B = more than 50%) and negative (D+E = more than 20%) responses:

How important is it that the district provide separate facilities for instruction in vocational subjects for grades 9 through 12? -- 51.5%/21.3%

Conclusions

In light of the findings and summary data presented in this report, it would seem that current district educational philosophy and goals need to be carefully analyzed as a consequence of the above information. Cautious consideration of the limitations of this study must be kept in mind so that overinterpretation is not assumed.

Some limitations are:

1. limited size of sampling,

2. unascertained factor as to whether the sampling is representative of the community at large, and

3. limited number of questions on the questionnaire which did not permit many important educational areas to be surveyed.

Conclusions (Continued)

Responses to the questionnaires point out the need for further in-depth study, and research in many of the areas covered. If plant facilities and educational programs are to be altered from existing ones, cautious progress toward these changes must be maintained.

Max S. Waters
Director
Facilities Project Teams

Approved:
Donald E. Hall
Assistant Superintendent
Research and Development Services Office

MSW:ey

Sacramento City Unified School District

QUESTIONNAIRE FOR GRADES 6, 7 and 8

DEAR CITIZEN:

One of the responsibilities of local control of education is the opportunity and advantage of the citizens to have a major voice in the operation of the school system.

We would like to know what you would like to have taught in our schools; what emphasis you feel should be placed on the content; and what priority you would like placed on the various items in relation to the entire curriculum.

Please keep in mind your primary concerns and the financial limitations of our school district. Specifically, we cannot afford to build buildings for an educational program for which we cannot be certain of operational funds. Within these financial restrictions, we must have an effective balance of priorities of what is to be taught.

PLEASE DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE

Write the number on the corner of the IBM answer card above the word "teacher" that would best describe yourself. Please select the one category which applies to the group you are with at the time you receive this questionnaire.

1. Parent with one or more children in Sacramento City Schools
2. Parent with children in Sacramento City Private Schools
3. Employer
4. Retired
5. Teacher (elementary)
6. Teacher (junior high)
7. Teacher (senior high)
8. Teacher (adult)
9. School Administrator (elementary)
10. School Administrator (junior high)
11. School Administrator (senior high)
12. School Administrator (adult)
13. School Counselor
14. School Nurse
15. School Psychologist
16. Student (elementary)
17. Student (junior high)
18. Student (senior high)
19. Student (adult)
20. Other _____

As you answer the questionnaire, it is best to consider all questions in each section before moving to the next section (i.e., from section I to II).

Directions for marking answer card: Make a firm mark with the special IBM pencil in the center of one bubble for each question. Important - ONLY ONE MARK PER QUESTION CAN BE READ BY OUR MACHINE.

A	B	C	D	E
Greatest Emphasis	High Emphasis	Moderate Emphasis	Minimum Emphasis	No Emphasis

I. Curriculum

Keeping in mind your greatest concerns, indicate the emphasis each area should receive in relationship to the entire curriculum in grades 6, 7 and 8.

1. Arithmetic
2. Reading
3. Grammar and spelling and written expression
4. Science
5. A knowledge of American heritage (political, social, intellectual and economic).
6. An awareness of the varieties and problems of cultures in the United States
7. A knowledge of America's relationships with other countries
8. Foreign languages
9. Music
10. Art
11. Oral expression (drama, public speaking)
12. Industrial arts (exploratory)
13. Occupational information and training (in-depth training in skill areas)
14. Home economics (nutrition, sewing and consumer education)
15. Inter-school sport competitions (team sports)
16. Individualized sports
17. Educational study trips
18. Opportunities for students to work or study in the community

II. Social Problems and Concerns

Keeping in mind your greatest concerns, indicate for each item listed the degree of emphasis that should be given in the school program.

19. Drugs and alcohol
20. Ecology
21. Family relations
22. Individual and group rights and responsibilities
23. Minority cultures
24. Venereal disease

A Greatest Emphasis
B High Emphasis
C Moderate Emphasis
D Minimum Emphasis
E No Emphasis

III. School Services

Keeping in mind your greatest concerns, indicate the emphasis that should be placed in providing the following services in grades 6, 7 and 8.

25. Educational counseling
26. Personal problem counseling
27. Career orientation counseling
28. Health and nursing services
29. Library with varied educational learning facilities (individual study provisions and self-teaching equipment)
30. Library with provisions for book storage and reading space
31. Cafeteria
32. Auditorium (seating about 900)
33. Little theatre (seating about 300)
34. School as a community and recreational center

IV. Student Activities

35. Space provision for student activities and use (including student government)

V. Community Agencies

Keeping in mind your greatest concerns, indicate the emphasis that schools should place on including the services of the following community agencies:

36. Law Enforcement and County Probation Departments
37. Family Services Agency and County Social Workers
38. Aquarian Effort or other community drug projects
39. Human Relations Commission

VI. School Organization

Keeping in mind your greatest concerns, indicate the emphasis that should be placed on the following school organization patterns:

40. Non-graded programs (in which student progress is based on achievement rather than age)
41. Varying lengths of class periods depending upon the subject
42. District-wide school organization based on K-5, 6-8 and 9-12 grades
43. Use of teacher aides in classroom instruction and school grounds supervision

A	B	C	D	E
Greatest Emphasis	High Emphasis	Moderate Emphasis	Minimum Emphasis	No Emphasis

VII. Other District Concerns

44. How important is flexibility in room size for large group and small group instruction and independent study?
45. How important is it to provide greater provision for pre-school education?
46. How important is it to provide more counseling services in the elementary schools?
47. How important is it to provide more time for instruction in areas other than basic skills (3 r's) in the elementary schools?
48. How important is it that parents and pupils receive more information on pupil progress in elementary schools?
49. How important is it that parents receive more direct help from the elementary school which would allow the parent to assist in their child's education?
50. How important is it to reduce the ratio of the number of students per teacher?

VIII. Other Personal Concerns

If you have other concerns which should be brought to the attention of the district staff at this time, please write them below.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

California Middle School

1600 VALLEJO WAY
SACRAMENTO, CALIFORNIA 95818

September, 1978

To The Parents Of:

With the opening of California Middle School last year came a commitment from the new staff to concentrate on the school's guidance process as a major goal, since one of the principal components of the district's educational specifications for a middle school is stated accordingly:

> "Specific concepts of the middle school philosophy shall be the development of a child-centered rather than subject-centered program, designed to meet the unique academic, intellectual, aesthetic, social, physical and emotional needs of pupils in the middle school age group. A strong guidance program is critical to obtain this goal."

This year, under the direction of two teachers, we will institute a pilot middle school guidance program at California to be coordinated through the CORE classes. Your son/daughter will be part of this pilot group. The program will address the following goals identified by the community, students, staff, and board of education:

1. The student's development of his/her self concept in general.
2. The student's development of his/her self concept in the peer dimension.
3. The student's understanding of the decision-making process and related responsibilities.
4. The student's awareness and development of good study skills such as: (a) effective reading and reviewing skills; (b) being able to take notes, organize information, and make reports; (c) test-taking skills; (d) library skills; and (e) self-evaluation processes.
5. The student's awareness of his/her own age group's growth and development processes.
6. The student's awareness of his/her leadership potentials.

We are hopeful that through this program your child will become increasingly aware of himself/herself and others, and will also become aware of, and use, the skills that should be developed at this age.

The staff and I will evaluate this program in the spring semester, and we will also ask you for <u>your</u> evaluation of the program at that time. Therefore, it is very important for you to follow your child's progress carefully this year.

If you have any questions about this pilot program, please call me at 454-8502.

Sincerely,

87 Charles A. Jones
Principal

CAJ:kl

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

California Middle School

1600 VALLEJO WAY
SACRAMENTO, CALIFORNIA 95818

March, 1979

To The Parents Of:

In September of this school year you received a letter which identified specific goals of the middle school guidance program that has been coordinated through the pilot CORE classes this school year. You were informed that your child would be a part of this pilot group.

In that same letter, I indicated that the staff and I would evaluate the pilot program in the spring semester, and that you would also be asked to evaluate the program from your perspective as a parent.

At this time I would like to ask you to respond to the enclosed evaluation form. Your son/daughter should return it to his/her teacher within the week.

Please be candid, as your opinions will help us determine whether we accomplished our objectives for this year---and will also help us make some determinations about future programs.

Sincerely,

Charles A. Jones
Principal

CAJ:kl

SELF APPRAISAL INVENTORY*

Description and Rationale for the Intermediate Level

This inventory consists of seventy-seven statements to which students respond "true" or "untrue" to indicate whether each statement is true or untrue about them. The statements may be read independently by the students or orally by the teacher, depending on the students' reading abilities.

This self report device attempts to secure in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem. Examples of each dimension (for which subscale scores are obtainable in the inventory) are: (1) General: "I can always be trusted." (2) Family: "I often get in trouble at home." (3) Peer: "Most children have fewer friends than I do." (4) Scholastic: "School work is fairly easy for me." From these examples it can be seen that if a child wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by administering the inventory in such a way that the anonymity of the respondent is both real and perceived.

Items which represent each subscale within the Self Appraisal Inventory are as follows:

Peer:	Items 1, 4, 8, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 74.
Family:	Items 5, 9, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 75.
School:	Items 2, 6, 10, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 76.
General:	Items 3, 7, 11, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 77.

*Reprinted from the booklet entitled Measures of Self Concept, published by the Instructional Objective Exchange, Los Angeles, 1972.

SELF APPRAISAL INVENTORY/INTERMEDIATE LEVEL

Page 1

DIRECTIONS

A. Please indicate whether each statement is true or untrue for you by marking one of the spaces on the answer sheet. Please be as honest and candid as possible.

	True	Untrue	
For example:	X		1. I like cherry pie.
		X	2. I want to be a movie star.

B. There are no right or wrong answers, so, again, please respond to each statement as honestly as you can.

C. Do not write your name on the answer sheet.

---

1. Other children are interested in me.
2. School work is fairly easy for me.
3. I am satisfied to be just what I am.
4. I should get along better with other children than I do.
5. I often get in trouble at home.
6. My teachers usually like me.
7. I am a cheerful person.
8. Other children are often mean to me.
9. I do my share of work at home.
10. I often feel upset in school.
11. I'm not very smart.
12. No one pays much attention to me at home.

SELF APPRAISAL INVENTORY/INTERMEDIATE LEVEL

13. I can get good grades if I want to.
14. I can be trusted.
15. I am popular with kids my own age.
16. My family isn't very proud of me.
17. I forget most of what I learn.
18. I am easy to like.
19. Girls seem to like me.
20. My family is glad when I do things with them.
21. I often volunteer to do things in class.
22. I'm not a very happy person.
23. I am lonely very often.
24. The members of my family don't usually like my ideas.
25. I am a good student.
26. I can't seem to do things right.
27. Older kids like me.
28. I behave badly at home.
29. I often get discouraged in school.
30. I wish I were younger.
31. I am friendly toward other people.
32. I usually get along with my family as well as I should.
33. My teacher makes me feel I am not good enough.
34. I like being the way I am.
35. Most people are much better liked than I am.
36. I cause trouble to my family.

SELF APPRAISAL INVENTORY/INTERMEDIATE LEVEL

Page 3

37. I am slow in finishing my school work.

38. I am often unhappy.

39. Boys seem to like me.

40. I live up to what is expected of me at home.

41. I can give a good report in front of the class.

42. I am not as nice looking as most people.

43. I have many friends.

44. My parents don't seem to be interested in the things I do.

45. I am proud of my school work.

46. If I have something to say, I usually say it.

47. I am among the last to be chosen for teams.

48. I feel that my family doesn't usually trust me.

49. I am a good reader.

50. I can usually figure out difficult things.

51. It is hard for me to make friends.

52. My family would help me in any kind of trouble.

53. I am not doing as well in school as I would like to.

54. I have a lot of self control.

55. Friends usually follow my ideas.

56. My family understands me.

57. I find it hard to talk in front of the class.

58. I often feel ashamed of myself.

59. I wish I had more close friends.

60. My family often expects too much of me.

SELF APPRAISAL INVENTORY/INTERMEDIATE LEVEL

Page 4

61. I am good in my school work.

62. I am a good person.

63. Others find me hard to be friendly with.

64. I get upset easily at home.

65. I don't like to be called on in class.

66. I wish I were someone else.

67. Other children think I am fun to be with.

68. I am an important person in my family.

69. My classmates think I am a poor student.

70. I often feel uneasy.

71. Other children often don't like to be with me.

72. My family and I have a lot of fun together.

73. I would like to drop out of school.

74. Not too many people really trust me.

75. My family usually considers my feelings.

76. I can do hard homework assignments.

77. I can't be depended on.

California Middle School

EVALUATION OF PILOT GUIDANCE PROGRAM

Page 1

A. It is not necessary for you to identify yourself by name unless you wish to do so. In that case, you may sign this form at the end. At this time, however, it is very important for you to indicate whether you are a student, parent, or teacher by placing an "X" in the appropriate space below.

_____Student; _____Parent; _____Teacher

B. Please be candid. If you feel you can not honestly respond to any part of this evaluation form, please leave it blank.

Part I - Study Skills

Directions: Please place an "X" in the column that gives the best response for each skill listed below. REMEMBER, YOU ARE TO CONSIDER EACH SKILL BY COMPARING THE STUDENT'S KNOWLEDGE ABOUT, OR USE OF THE SKILL, FROM LAST SEPTEMBER TO TODAY.

Column Definitions

Column A - This skill was better last September.
Column B - This skill has remained the same since September.
Column C - The student has more knowledge about and exhibits better skill than in September.
Column D - The student has significantly more knowledge about and exhibits better skill than in September.

(Mark only one "X" per item)

ITEM	A	B	C	D
Budgeting of time				
Following directions				
Library usage/skills				
Oral expression				
Organizing facts and information				
Reading comprehension				
Reading for information				
Reading for main ideas				
Research techniques				
Self evaluation				
Skimming for information				
Taking notes from a book				
Taking notes in class				
Taking tests				
Writing reports				
***OVERALL EVALUATION OF STUDY SKILLS				

EVALUATION OF PILOT GUIDANCE PROGRAM

Page 2

Part II - Growth and Development

Directions: Place an "X" in the column that gives the best response for each item listed below. REMEMBER, FOR EACH ITEM YOU ARE TO MAKE A COMPARISON BETWEEN ATTITUDES AND UNDERSTANDINGS THE STUDENT POSSESSED LAST SEPTEMBER AND THOSE POSSESSED TODAY.

Column Definitions
Column A - The student had a better understanding last September.
Column B - No further understanding has been exhibited by the student since September.
Column C - Further understanding has been exhibited by the student since September.
Column D - There has been significant further understanding exhibited by the student since September.

(Mark only one "X" per item)

ITEM	A	B	C	D
Cultural differences				
Emotional changes of this age group				
Personality				
Personal values				
Physical changes of this age group				
Respect for others' points of view				
Responsibility to others				
Self responsibility				
Self worth				
Tolerance of others				
***OVERALL EVALUATION OF GROWTH/DEVELOPMENT				

EVALUATION OF PILOT GUIDANCE PROGRAM

Part III - Other Program Considerations

Directions: Place an "X" in the column that gives the best response for items 1-4 below. Respond to questions 5, 6, and 7 according to information given.

Column Definitions (for questions 1-4)
Column A - Noticeable growth observed.
Column B - No noticeable growth observed.
Column C - Not sure.

(Only one "X" per item)

	A	B	C
1. Have you noticed any positive growth in general self concept?			
2. Have you noticed any positive growth in self concept in the peer dimension (while with friends or other children the same age)?			
3. Have you noticed any growth in the decision-making process and related responsibilities?			
4. Have you noticed any growth in leadership qualities?			

5. Did you feel there was or was not any significant value in having personnel specialists teach and participate in class sessions:

_____Significant; _____Not Significant. Comments:

6. Do you feel the overall pilot guidance program coordinated through the CORE classes was meaningful:

_____No; _____Moderately meaningful; _____Extremely meaningful.

Comments:

7. Do you wish to make any general comments or recommendations about the program?

_____
Signed (Only if desired)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

California Middle School

1600 VALLEJO WAY

SACRAMENTO, CALIFORNIA 95818

VERIFICATION OF LEADERSHIP ROLE AND QUALITIES

Student's Name _____

This will serve to certify that the above named student has exhibited leadership qualities and has provided a leadership role as described below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

Signed _____

Position/Title _____

Date _____

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